DOCUMENT RESUME

ED 166 526 CE 019 953

TITLE	[MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Core. Module III-A-4: Developing and Implementing Programs for Economically Depressed Areas.
INSTITUTION	California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY	California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	26p.; For related documents see CE 019 896-967 ; Back cover contains small print
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Answer Keys; Curriculum Development; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Home Economics Education; *Performance Based Teacher Education; Performance Tests; Preservice Education; Program Development; Resource Materials; Teaching Techniques

ABSTRACT

This competency-based preservice home economics teacher education module on developing and implementing programs for economically depressed areas is the fourth in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) curriculum modifications (containing lessons on identifying and addressing specific needs) and (2) teaching techniques (containing a lesson on adapting techniques to learning characteristics). Each unit includes an objective and overview and a unit progress test. Lessons contain a narrative summary, suggested activities, and resources. Suggested resources for this entire module are also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166526

ECONOMICALLY DEPRESSED AREAS STRAND:

CORE

MODULE III-A-4 DEVELOPING AND IMPLEMENTING PROGRAMS FOR ECONOMICALLY DEPRESSED AREAS

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 953

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), Caliofornia State University, Fresno
Sharman Smith (1), Humboldt State University
Ruby Trow (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State Univerrity, Fresno

Foods and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Kissick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Gylling (1), San Jose State University
Nina Henry (3), California State University, Northridge

Human Development

John Boogaert (8), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Movey (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale
Sarah Burrough
Leslie Labhard
Karen Sue Moerman
Mildred Roskie
Cheryl Stillman
Ellen Stookey

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway
Janice L. DeBenedetti
Martha C. Eichorn Martin
Theodora Faiola
Mildred Huber
Pat C. Kamm
I. Marjorie Remy
Dale Rossi
Dorothy W. Stone
Lucille Valinoti
Maurine Vander Griend

TABLE OF CONTENTS

Module Objective. . . . . Page 1
Module Overview 1

UNIT 1--CURRICULUM MODIFICATIONS. 2
Objective 2
Overview. 2

Lesson 1: Identifying Specific Needs 2
Narrative Summary 2
Suggested Activities. 3
Suggested Resources 4

Lesson 2: Addressing Specific Needs. 5
Narrative Summary 5
Suggested Activities. 5
Suggested Resources 6
Progress Check. 7

UNIT 1 PROGRESS TEST. 9

UNIT 2--TEACHING TECHNIQUES 10
Objective 10
Overview. 10

Lesson: Adapting Techniques to Learning Characteristics. 10
Narrative Summary 10
Suggested Activities. 11
Suggested Resources 11

UNIT 2 PROGRESS TEST. 13

MODULE FOUR SUGGESTED RESOURCES 14

MODULE PRE/POSTTEST 15
Answer Key. 17

DEVELOPING AND IMPLEMENTING PROGRAMS FOR ECONOMICALLY DEPRESSED AREAS

Module Objective

Based on research and study of the characteristics and needs of individuals and families from economically depressed areas, the MATCHE student will be able to plan a program designed to meet one of the identified needs. The program will meet the guidelines, policies, and procedures for federal funding under Part F of the Vocational Education Amendments of 1968.

Module Overview

Teachers of consumer and homemaking classes which are comprised of students from EDAs face the challenge of gearing their programs to meet the needs of these students. Students will need support and encouragement, early success experiences, and assistance in developing the skills to cope with and overcome the conditions which have hampered growth and impaired development. Among the elements that are necessary to successfully meet this challenge is the teacher's ability to develop and implement new types of programs, teaching materials, and techniques.

To enable you to prepare yourself for developing and implementing such programs, this module has been divided into the following units.

Unit 1: Curriculum Modification

Unit 2: Teaching Techniques

UNIT I

CURRICULUM MODIFICATION

Objective

After working with school district paraprofessionals, supervising teachers and/or social welfare aides, and observing consumer and homemaking classes in economically depressed area schools, the MATCHE student will be able to identify ten specific needs of persons in the area and suggest curriculum modifications which would address those needs when incorporated into the consumer and homemaking program.

Overview

In order to succeed with pupils of diverse cultural backgrounds, interests, and personal characteristics, the curriculum must be oriented to individual students. Skills and concepts must emphasize application and usage instead of theory and rules. What is needed is a curriculum adapted and modified to the needs of individual students.

This unit will give you the opportunity to learn how a curriculum in education might be modified to address specific needs of persons in EDAs.

Lesson 1: Identifying Specific Needs

In addition to the narrative summary, all of the resources and activities suggested in this lesson will provide you with the knowledge and skills you will need to identify the specific needs of persons in EDAs which might be addressed through a modification of a consumer and homemaking program.

Narrative Summary

As you begin the process of planning instruction in consumer and homemaking education for pupils who reside in EDAs, it might be helpful to look back on what you have learned about the diverse groups that populate those areas. You have observed the agencies and systems which have responsibility for employment, community service, and welfare. You have observed the variety of life styles among the minority groups who make up the areas. You have demonstrated an understanding of the resourcefulness of persons in those areas. You have gained a great deal of background experience upon which you can draw when planning an instructional program.

The starting point in planning an instructional program is to determine what needs to be taught. Since you may be dealing with a program that already exists, you should analyze the objectives for that program to determine what is presently being taught. The gaps which you identify should be further analyzed to determine their relevance for consumer and homemaking education. Considering all of the facts you obtain about these identified needs, student characteristics, and their implications, you should then specify objectives, clearly stating what students should be able to do after receiving instruction.

You will have to seek out the information you need. Listening to what students, parents, and community representatives say is very helpful. Working with supervising teachers and/or social welfare aides will give you an additional perspective. One good source of information comes from paraprofessionals, if used by a school district, who are recruited from the community to assist classroom teachers. Coming from the same background as many of the students, they serve as an effective source of communication between the students and the school.

Suggested Activities

1. Make arrangements to observe consumer and homemaking classes in an EDA school. Study the techniques utilized by the teacher. What activities are emphasized? Observe the students. What minority groups are represented? What is the attitude of the class in general? Review the curriculum that is being used. What are the objectives of the program? Organize your findings into a fact sheet.

2. Obtain specific information from the students in an EDA school, giving particular attention to students in homemaking. Find out about their goals for the future, their attitudes toward school, what they think is important to learn, what they like and dislike about homemaking, and what they think would make classes more interesting. You can obtain this information through pencil and paper questionnaires, surveys, tape recorded interviews, small group discussions, or informal rap sessions. Organize your findings into a fact sheet and show it to your instructor.

3. Conduct discussions and interviews with school personnel, including administrators, counselors, vocational corrdinators, supervising teachers, homemaking teachers, the school nurse,and paraprofessionals, to determine the needs of persons (students and families) in the community. Organize your findings into a fact sheet and show it to your instructor.

4. Interview representatives of EDA community agencies and services, particularly social welfare aides, to identify their attitudes regarding the effectiveness of the present school program and their suggestions for improvement. Organize your findings into a fact sheet and show it to your instructor.

5. Analyze the information you have obtained about students, families, and the EDA community. Which facts are characteristic of the group or area? Which facts are particularly relevant to consumer and homemaking education? Organize this information into a series of direct statements of fact about students, families, and the community. For example, "Seventy percent of the parents speak little or no English," or "Twenty-five out of thirty families have made purchases from door-to-door salesmen in a two week period." Show your statements to your instructor.

6. Consider the implications that the information you have obtained has for modifying the homemaking program. What needs and interests are revealed? What topics seem to be particularly relevant? What teaching strategies are indicated? Based on these data, prepare a series of written suggestions specifying what teachers should be able to do to meet those needs. Submit your suggestions to your instructor.

Suggested Resources

Aaker, David, and George Day. Consumerism: Search for the Consumer Interest. New York: Free Press, Third Edition, 1978.

Andreasen, A. R. Disadvantaged Consumer. New York: Free Press, 1974.

Carlson, Richard. "Legislation and Special Needs Teacher Education: The Vocational Amendment of 1976," Journal of Industrial Teacher Education. Vol. 14, No. 4 (Summar 1977).

Davis, Edward, et al. Vocational Education Programs for the Disadvantaged. Athens, Georgia: University of Georgia, Division of Vocational Education. ERIC Document ED 130 107, 1976.

Slater, Shirley. "Consumer Education for the Disadvantaged Student," Illinois Teacher of Home Economics. Vol. XVII, No. 5 (May/June 1974).

Vocational Education Act of 1976 (Title II, Definitions: P. L. 94-482: Education Amendments of 1976). Washington, D. C.: Superintendent of Documents.

Because of the performance-based nature of the activities for this lesson which call for frequent student-instructor interaction, there is no need for a written Progress Check. Proceed to the next lesson when ready.

Lesson 2: Addressing Specific Needs

In addition to the narrative summary, all of the resources and activities suggested in this lesson will provide you with information that will enable you to determine how a consumer and homemaking curriculum might be modified to address the specific needs of students in EDAs.

Narrative Summary

Once you have determined the instructional goals which you want to achieve and have stated them as performance objectives (specifying desired student performance, the conditions under which students perform, and expected level of achievement), you can begin to address the specific needs which have been identified. The steps you should follow in order are: the design of tests or objective devices to measure achievement, determination of content, planning teaching strategy, and selection and/or production of instructional materials. The final step is the actual instruction.

As you look at the instructional content which will have to be covered to meet particular objectives and as you plan instructional strategy, you should constantly consider the group with which you will be working. Some experienced teachers in EDA schools recommend beginning with lessons on topics which have the most appeal to students. Sufficient time must be allowed for activities. Since you may be modifying the program to address real life needs and problems in the community, the program content, activities, and resources should make use of the community, involving students and their families.

You must also consider the individual learning differences of the students, such as a lack of language skills, short attention span, reading difficulty, and repertoire of experiences.

Because of the diverse backgrounds of EDA students, you may wish to keep the activities flexible, involving students in planning particular activities which lead to your objectives.

Suggested Activity

Choose three of the suggested modifications you made in the previous lesson that would address specific identified needs of persons in an EDA. Do the following for each suggestions.

1. State the suggestion as a performance objective.

2. Construct test questions or exercises which will indicate that the objective has been achieved.

3. Prepare an outline of the content which should be learned to meet the objective.

4. List the particular strategies that you would take in implementing the instruction, based on the information you have on the students who might receive the instruction.

Have your instructor evaluate your work.

Suggested Resources

"Better Management and Improved Consumer Education for All Ages," Illinois Teacher of Home Economics. Vol. XVII, No. 5 (May/June 1974).

Bres, John. "Serving Students with Special Needs," Journal of Epsilon Pi Tau. Vol. 3, No. 2 (Fall 1977).

Center for Vocational Education, Ohio State University. Module B-3. Developing a Unit of Instruction. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Texas Tech University. Consumer Education for Families with Limited Incomes. Lubbock: Home Economics Instructional Materials Center, 1971.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2: Progress Check

1. The instructional goals you want students to achieve should be stated as _____

   _____.

2. List the steps you should follow when planning a curriculum modification to meet a precisely stated expected outcome.

   a.

   b.

   c.

   d.

3. Identify the factors which you should consider when determining content and instructional strategies for individual students.

   _____ a. class size

   _____ b. topics which have the most appeal

   _____ c. learning differences

   _____ d. practical application

Compare your answers with those on the next page.

Answer Key

Lesson 2: Progress Check

1. performance objectives

2. (in any order)

   design of tests or exercises to measure achievement
   determination of content
   planning teaching strategy
   selection and/or production of materials

3. b, c, d

Unit 1 Progress Test

Student_____

Developing and Implementing Programs for Economically Depressed Areas

Instructor_____

Date_____

1. Identify a logical sequence for the following steps in planning an instructional program and justify your ranking.

   _____a. design of test to measure achievement

   _____b. planning teaching strategy

   _____c. determination of content

   _____d. specification of objectives

   _____e. selection and/or production of materials

   _____f. student and community survey

2. List eight persons or agencies whom you might contact to help identify specific needs in EDAs.

3. List five ways by which you might obtain information to develop a fact sheet that will help identify specific needs for instruction in EDAs.

   a.

   b.

   c.

   d.

   e.

Answer Key
Unit 1: Progress Test

Developing and Implementing Programs
for Economically Depressed Areas

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. 3 a.

   5 b.

   4 c.

   2 d.

   6 e.

   1 f.

2. (eight of the following)

   students, parents, administration, supervising teachers, paraprofessionals, social welfare aides, counselors, school nurses, representatives of community centers, and agencies

3. (five of the following or equivalent)

   surveys, questionnaires, personal contact, visual tours, interviews, and panel discussions

UNIT 2

TEACHING TECHNIQUES

Objective

The MATCHE student will be able to verbally describe the teaching techniques which are most appropriate for helping EDA students achieve objectives which have been specified to meet a particular need of individuals or families in an economically depressed area, based on acquired information concerning student learning characteristics.

Overview

In order to effectively teach persons from EDAs, you must know their basic learning characteristics and problems. To accomplish this, you need to rely on the basic concepts of learning and teaching methodology, as well as the particular aspects of development common to the economically depressed environment. You must be able to adjust teaching approaches to the style and rate of learning of individual students by: 1) effectively using a variety of teaching techniques appropriate for students of diverse backgrounds and abilities, 2) using a broad range of media appropriate for different learning styles, and 3) providing activities and experiences that consider individual abilities and social differences.

This unit will give you an opportunity to study a variety of teaching techniques which provide for maximum effectiveness in modifying consumer and homemaking programs to meet specific needs of economically depressed areas.

Lesson: Adapting Techniques to Learning Characteristics

In addition to the narrative summary, all of the resources and activities suggested in this lesson will enable you to identify the particular learning characteristics of many EDA students for which a variety of teaching methods and techniques are appropriate.

Narrative Summary

You know the hazards of making broad gernalizations regarding the individuals and families in EDAs. Not all of the students who come from the barrio, ghetto, rural community, or inner-city have low IQs, lack reading and math skills, are discipline problems, hate school, or are potential dropouts. It is true that many EDA students have some of these characteristics. This is a direct result of their

debilitating environment. Within these same areas, there are students who exhibit none of those characteristics. Students are individuals, and experienced teachers who work successfully with students know that they must provide instruction that takes into account their individuality, and focus upon their strengths while trying to compensate for their weaknesses.

Relevance is an important factor to consider when teaching individuals from EDAs. Among the techniques and methods which EDA teachers have found successful are: 1) adapting or developing teaching strategies, materials, experiences, and activities for low-income persons, 2) basing lesson activities on actual situations and case studies, and 3) giving students actual experience wherever possible. Teachers should provide a variety of activities and exercises relating to the same topic so that students of different levels of perception, skill, and performance can all respond and achieve.

Suggested Activity

1. Engage in a small group activity to identify and describe as many activities and exercises as you can which would be appropriate for teaching the following topics.

   a. how to tell when you are being "taken" by a salesman
   b. how to obtain sound consumer advice and legal aid
   c. how to care for the elderly and sick at home
   d. how to obtain credit from a legitimate source
   e. how to initiate cooperative buying in the neighborhood
   f. hazards of obtaining loans from an illegitimate source

   Present your findings to your instructor.

2. Demonstrate to peers three teaching strategies appropriate for students from EDAs who are not interested in school.

Suggested Resources

Bortneck, Robert, and Genevieve Lopardo. "The Cloze Procedure: A Multi-purpose Classroom Tool," Reading Improvement. Vol. 13, No. 2 (Summer 1976).

Caffentzes, Maria, and Barbara Joels. "Teaching Strategies for Various Behavior Types," Journal of Reading. Vol. 20, No. 2 (November 1976).

California State Department of Education. Curriculum Design for Consumer Education. Sacramento: Office of State Printing, 1976.

Center for Vocational Education, Ohio State University. Module B-5. Select Student Instructional Materials. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Chang, Dorothy. A Guide for Understanding and Teaching of Mexican-American Adolescents. San Francisco: R and E Research Associates, 1973.

Schneider, Frederick, and James Stone (eds,), Teaching in the Inner City: A Book of Readings. New York: Thomas Crosell Company, 1970.

There is no Progress Check for this lesson. Proceed to the Unit Progress Test when you feel you are ready.

Unit 2 Progress Test

Student_____

Developing and Implementing Programs for Economically Depressed Areas

Instructor_____

Date_____

1. List five learning characteristics which may be exhibited by EDA students as a result of their environment.

   a.

   b.

   c.

   d.

   e.

2. State and illustrate three ways by which relevance might be built into a program adapted for instruction to meet the needs of EDAs.

   a.

   b.

   c.

3. Describe three techniques or strategies you have discovered from your research or study specifically appropriate to learners from EDAs and relate why they would be successful for EDAs.

   a.

   b.

   c.

Answer Key
Unit 2 Progress Test

Developing and Implementing Programs
for Economically Depressed Areas

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. (five of the following or equivalent)

   reading difficulty, dislike of school, lack of language skills, tendency to give up, short attention span, slowness to learn

2. (the following or equivalent with appropriate examples)

   adapting any materials which emphasize middle-class attitudes and values into experiences and activities for low-income persons

   basic lessons and activities on situations and examples given by the students themselves

   giving students direct experience wherever possible

3. (any answer acceptable to the instructor)

MODULE POSTTEST After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

MODULE FOUR SUGGESTED RESOURCES

In addition to resources suggested in specific lessons, the resources below provide additional background for use throughout the module.

Annotated Bibliography of Multi-ethnic Curriculum Materials. Columbus, Missouri: Midwest Center for Equal Education Opportunity. ERIC Document ED 144 862, 1977.

Banks, James. Multi-ethnic Education: Practices and Promises. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1977.

Boundy, Kathleen. "Eliminating Sex Bias and Discrimination in Vocational Education," Inequality in Education. No. 22, July, 1977.

Cabello-Argandona, R., J. Gomez-Quinones, and P. Duran. The Chicana: A Comprehensive Bibliographic Study. Los Angeles, California: University of California, Chicano Study Center, 1975.

Comer, James, and Alvin Poissant. Black Child Care: How to Bring up a Healthy Black Child in America: A Guide to Emotional and Psychological Development. New York: Simon and Schuster, 1975.

Feldman, Sol. Lifestyles: Diversity in American Society. Boston: Little, Brown and Company, 1972.

Gage, N. L. The Psychology of Teaching Methods. Seventy-fifth Yearbook. Chicago: National Society for the Study of Education, 1976.

Gold, Milton (ed.). In Praise of Diversity: A Resource Book for Multicultural Education. Omaha: University of Nebraska, Center for Urban Education. ERIC Document ED 144 855, 1977.

Grant, Gloria (ed.). In Praise of Diversity: Multicultural Classroom Applications. Omaha: University of Nebraska, Center for Urban Education. ERIC Document ED 144 854, 1977.

Letsinger, Delores. The Challenge of Teaching Mexican-American Students. New York: American Book Company, 1973.

Lockheed, Marlaine E. Sex Discrimination in Education: A Literature Review and Bibliography. Princeton, New Jersey: Educational Testing Service. ERIC Document ED 144 976, 1977.

"Multicultural Curriculum: Issues, Designs, and Strategies," Educational Leadership. Vol. 33, No. 3 (December 1975).

Taylor, Ruth Sloan. Teaching in the Desegregated Classroom. New York: Parker, 1974.

MODULE PRE/POSTTEST

Student_____

Developing and Implementing Programs for Economically Depressed Areas

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

Pupils who come from families in EDAs may be characterized by a number of factors which affect their learning. Awareness of these factors helps the teacher in planning meaningful programs.

1. State how you would plan instruction to compensate for each of the following characteristics:

   a. interest in relevant learning

   b. reading difficulty

   c. dislike of school

   d. lack of language skills

   e. tendency to give up

   f. short attention span

   g. slowness to learn

2. Identify a logical sequence for the following stages of curriculum development or modification and justify your ranking.

   _____a. determination of program content

   _____b. design of tests to measure acquired skills and concepts

   _____c. specification or modification of objectives

   _____d. design of teaching strategy

   _____e. obtaining or production of instructional materials

   _____f. design or adjustment of appropriate classroom or laboratory facilities

   _____g. survey of students and community

Pre/posttest (continued)

There is no radical difference in the way these individuals learn and the way others learn. The problem lies in the meanings which some things hold for those who come from EDAs and their lack of familiarity with things that others take for granted. This disparity calls for an adjustment of teaching techniques.

3. List three ways by which you could make your instruction provide a relevant and meaningful connection with the lives of students from EDAs.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Developing and Implementing Programs
for Economically Depressed Areas

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. The instructor is the best person to determine the appropriateness of student responses. The following answers are indicative of responses considered acceptable by many instructors.

   a. Interest in relevant learning. Establish a relationship between what is being taught and the student's own situation early in the program, and frequently question the student about the relevancy of the instruction.

   b. Reading difficulty. Difficulties in reading can be compensated for by using visuals, handouts, audio tapes, demonstrations, and activities which do not require much reading. Where reading is essential, textual materials may have to be translated to reflect the reading level and vocabulary of the students.

   c. Dislike of school. Make the classroom a comfortable place to be in by providing pleasant and attractive decorations, making interesting reading materials readily available, keeping lessons flexible to accommodate particular interest or disinterest, and dividing the class into small groups to provide for more open interaction among students.

   d. Lack of language skills. Provide activities and experiences that do not require much verbalization. Limit the time devoted to lecture or discussion. Interpret what students are saying by asking appropriate questions. Avoid causing students embarrassment and alienation by correcting them in public or by being patronizing in public or private.

   e. Tendency to give up. Provide tasks and activities which can be completed in a short period of time and carry with them an immediate sense of accomplishment. Use a system of contingency management, contracting with students and providing tangible rewards or incentives.

   f. Short attention span. Provide a variety of learning tasks and activities that are short in duration and require them to move about, seeing and doing rather than just listening.

   g. Slowness to learn. Activities, tasks, and exercises should be individualized, providing adequate time for each student to complete them.

Pre/posttest Answer Key (continued)

2. 4 a.

3 b.

2 c.

6 d.

7 e.

5 f.

1 g.

3. Student responses should reflect the following.

Use student examples and experiences as a basis for lesson content.

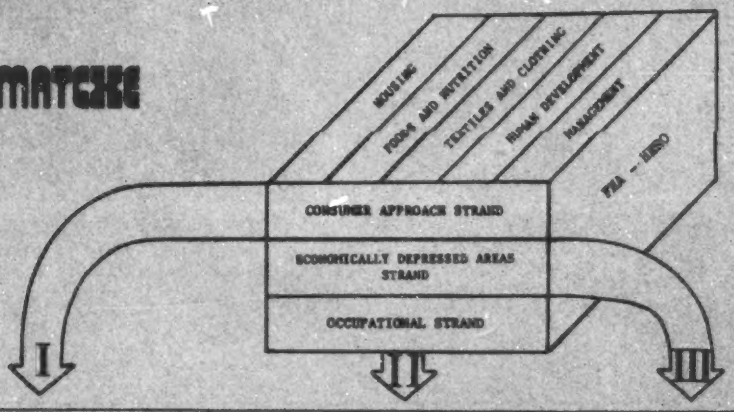
Provide an opportunity for direct experience wherever possible.

Encourage social contact with others in the school and community.

Include students in the specification of objectives.

Stress the concrete and literal aspects of the topic rather than the theoretical and abstract.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele